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BOOK REVIEWS

Appendix to Bennett's Latin Grammar for Teachers and Advanced Students, and *A Latin Grammar*, Complete Edition, with Appendix. By CHARLES E. BENNETT, Professor of Latin in Cornell University. Boston: Allyn and Bacon, 1895.

THE methods which are resorted to by some agents to discredit the books published by rival houses, and to introduce their own, are well illustrated by the statement which has been given considerable currency, that "Professor Bennett's *Grammar* has already proved so inadequate to its purpose, that he has been compelled to issue an appendix nearly as large as the original volume." Comment on this is unnecessary, especially after the discussion of the question of adequacy in the September number of the *SCHOOL REVIEW*.

The idea of presenting "the essential facts of Latin Grammar" in the briefest possible compass, and discussing the matter which is of interest only to advanced students in a separate volume, is so obviously a good one, that it is strange that it has not earlier been put in practice in this country. The superiority of the plan to the one commonly followed is evident from an examination of the *Appendix*. In a volume of 232 pages which, when bound with the grammar in a "complete edition," makes a book but little bulkier than our ordinary school grammars, Professor Bennett has given in a clear and orderly fashion material which our school grammars have partly left untouched and partly presented piecemeal in footnotes and fine print. This material, much of which has hitherto been out of the reach of many teachers in secondary schools, is presented in nine chapters, under the following heads: The Alphabet, Pronunciation, Hidden Quantity, Accent, Orthography, the Latin Sounds, Inflections, Adverbs and Prepositions, Syntax. The treatment, while necessarily brief, is remarkably clear, and is marked by a scientific spirit and an unusual freedom from personal bias. Excellent judgment is shown in selecting for fuller discussion questions of the greatest interest to teachers, and those regarding which differences of opinion exist.

While in most of the chapters the latest results of historical and comparative grammar are summarized, in some cases independent work of great value has been done. This is notably the case with the chapter on Hidden Quantity, which presents a full and impartial discussion of the cases regarding which scholars disagree. The lists of "The Most Important Words Containing a Long Vowel before Two Consonants," and of "Words whose Hidden Quantities are sometimes marked at variance with the Preceding List" correct the numerous errors in Marx's *Hilfsbüchlein*, and should have an influence on subsequent editions of our standard lexicons, and on the marked texts and vocabularies of our school editions of the Latin authors. It is to be regretted that these books must of necessity be delayed in conforming to the new views, and that a period of confusion is inevitable. The interests of secondary education in particular demand uniformity in this matter, and in some cases a sacrifice of personal views. The writer is of the opinion, although this necessitates a change in some of his previous convictions on the subject, that we cannot do better than to adopt Professor's Bennett's lists as our standard.

The foregoing remarks apply to some extent to the chapter on Orthography. Since it is generally agreed that forms like *afferō* and *aggredior* represent the actual pronunciation of the period which we take as our standard, while the unassimilated forms give merely an etymological spelling, it is to be regretted that the "Brambachian" orthography has been so generally adopted, at least in our school text-books. Here too uniformity is most desirable, and it is difficult for pupils in our secondary schools to learn to say *afferō*, when *adferō* appears on the printed page.

The revival of *j*, which has been well-nigh universally banished from our texts and lexicons, to represent the consonant *i*, is a bolder step; but the position seems a sound one, that if we write *iaciō*, we should also write *uīuus*.

It is unfortunate that Professor Bennett was of necessity confined to so limited a space, and while we may hope that the *Grammar* may never exceed its present number of pages, it is greatly to be desired that the *Appendix* may meet with so favorable a reception as to warrant a considerable extension of its present limits. A chapter on Etymology is needed, and some of the sections would gain somewhat in clearness from a fuller presentation, for example, the one on Syllable-division. Professor Bennett's reasons for believing that the

traditional rules do not represent the actual pronunciation of the Romans commend themselves as sound. He does not make it clear, however, that precisely the same objections apply to the traditional syllable-division in Greek, nor has he given due consideration to the evidence of the Romance languages.

In a few minor details the writer is unable to accept Professor Bennett's conclusions, as for example, on the question of the nasalization of vowels before *ns* and *nf*, but he has no hesitation whatever in cordially commending the *Appendix* as a whole, and in advising all teachers of Latin to add it to their libraries.

JOHN C. ROLFE

UNIVERSITY OF MICHIGAN

Elementary Chemistry. By GEORGE RANTOUL WHITE, Instructor in Chemistry in Phillip's (Exeter) Academy. 272 pages. Ginn & Co.

THIS book shows the marks of careful preparation and of much thought and ingenuity in the selection and arrangement of material. Its peculiar features are an almost complete disuse of chemical formulæ and its attempt to teach the history as well as the theory of chemistry by illustrative experiments. The book consists of three parts. Part I includes directions and descriptions for performing thirty-four laboratory exercises. These comprise a study of oxygen, hydrogen, sulphur, phosphorus, carbon, chlorine, and nitrogen, together with the following metals, iron, mercury, zinc, copper, magnesium, calcium, sodium and potassium. Part II consists of fourteen additional laboratory exercises on the following elements and their principal compounds: Bromine, iodine, fluorine, arsenic, antimony, bismuth, tin, lead, silver, gold, platinum, aluminum. Both parts I and II are simply directions for performing laboratory work with questions directing the student's attention to the thing to be observed. The elements mentioned above are nowhere described in the book, and the student is expected to obtain his knowledge of them from direct contact in the laboratory. Part III, on the history and development of the laws and theory of chemistry, is the unique portion of the book. The author illustrates this portion of the subject by calling on the student to perform many of the classic experiments which have helped or hindered the progress of chemistry. The chapter on the alche-